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ABSTRACT

Five adolescent novels with significant homosexual themes were analyzed for patterns of conflict and resolution. Content analysis revealed eight major conflict situations in the novels: sexual conflicts, interpersonal conflicts, peer conflicts, intrapersonal conflicts, parental/family conflicts, heterosexual character conflicts, community conflicts, and conflicts with authority figures. The conflicts were resolved in numerous ways; but in many of these resolutions, homosexual characters and their problems were viewed humanistically. The homosexual characters were often presented as victims of a harsh society. It was concluded that although these novels may act as model information transmission agents in psychosocial learning processes, final determination of their effectiveness in modeling behavior and attitudes probably lies within the personal experiences and background of the individual reader. (Author/FL)

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HOMOSEXUAL CONFLICTS AND THEIR RESOLUTIONS IN FIVE ADOLESCENT NOVELS: A PSYCHOLOGICAL INQUIRY

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ABSTRACT

This study is an attempt to study homosexual conflicts and their resolutions in five adolescent novels having homosexual themes. Background information was provided to explain "gay psychology," "gay radical therapy," and "institutional homosexuality," and to relate these concepts to issues raised by critics of these novels. The possible effects of these novels on the behavior patterns of adolescents were also addressed.

Through content analysis, it was determined that eight major homosexual conflict situations existed: (1) sexual conflicts; (2) interpersonal conflicts; (3) peer conflicts; (4) intrapersonal conflicts; (5) parental/family conflicts; (6) heterosexual character conflicts; (7) conflicts with community; and (8) conflicts with authority figures. Conflicts appearing in these novels were resolved in numerous ways; but in many of these resolutions, homosexual characters and their problems were viewed humanistically. The homosexual characters were often presented as victims of a harsh society.

It was further concluded that although these novels may act as model information transmission agents in psychosocial learning processes, final determination of their effectiveness in molding behavior and attitudes probably lies within the personal experiences and background of the individual reader.

INTRODUCTION

In March of 1976 Frances Hanckel and John Cunningham published an article entitled "Can Young Gays Find Happiness in YA Books" in Wilson Library Bulletin. This article has made a significant contribution to young adult

literature.[1] It is important for a number of reasons. Firstly, it introduced the concept of homosexuality into the mainstream of adolescent literary criticism by analyzing the existing four young adult novels having significant homosexual themes; secondly, it succeeded in interjecting important aspects of gay advocacy idealogy into this body of literary criticism; thirdly, in forcefully stating the fundamentals of gay advocacy ideas, it succeeded in disseminating to a new and wider audience much of the philosophy of gay politics and gay psychology, and fourthly, it helped raise and pinpoint issues concerning the relationship of adolescent literature to "institutional homosexuality."[2]

Because the Hanckel and Cunningham paper raised these issues and because the authors criticized these adolescent novels for their lack of support for young gay readers, I hope to continue this dialogue by systematically examining these same novels and one other published in 1976 in terms of homosexual conflict situations and to analyze the ways in which these conflict situtations were resolved. In addition, I hope to abstract, in sociological and psychological terms, the relationships of these conflicts and resolutions to issues raised by Hanckel and Cunningham regarding gay advocacy, gay psychology and institutional homosexuality. Because Hanckel and Cunningham saw these novels as a potential source for behavior modeling information for homosexually orientated adolescents, I hope to briefly discuss my perception of the potential of these and other novels like them to act as socializing agents for both young homosexuals and heterosexuals.

But before I discuss my study design and analysis, I feel that I need to give a brief explanation of gay psychology, radical gay therapy, and "institutional homosexuality." This background will perhaps lead to a better understanding of both my findings and conclusions and the comparison I make between these findings and the Hanckel and Cunningham analysis.

Gay Psychology and Therapy

Essentially gay psychology holds that homosexuality is a freely chosen lifestyle. This is contrary to the traditional view that homosexuality is a symptom of a deep personality disfunction.

Mark Freedman, a spokesperson for gay psychology illustrated the tenets of gay psychology when he stated that recent research had demonstrated that homosexual persons are generally less confined to a conventional pattern of sex-role behavior than are heterosexuals and that many homosexual men and women transcent conventional roles and relationship patterns.[3] He further notes that research evidence suggests that gay people are more open in their sexuality than are heterosexuals.[4] It should be remembered that Freedman is referring to studies which speak of homosexuals who have accepted their homosexuality and have established a complimentary lifestyle and are comfortable with it. According to further research which he cites, many homosexuals have "centered," that is in responding to social pressures against homosexuality, they have discovered and decided to live by their own values.[5] Freedman says that this process of centering begins as soon as the young homosexual becomes aware of the social pressures in society which are directed against homosexuality.[6]

Freedman also describes the theory and practice of radical gay therapy. Radical gay therapy provides help to individuals with a variety of problems such as: guilt or shame about being gay, irrational fears, and difficulties with close relationships. Another important aspect of gay therapy is the belief that psychotherapy means changes, not adjustment; and that often it is society that needs changing, not the individual. It is claimed that distortions about sexuality come from society, not from the individuals.[7] Many approaches are used in radical gay therapy, including the confrontation

of social oppression through individual action. Such actions contribute to the gay person's self-esteem and to the individuals' positive identification with being gay. It also contributes to social change by challenging social oppression.[8]

In argument against such research evidence and therapy, Charles W. Socarides, M.D., and author of Beyond Sexual Freedom, believes that only through traditional psychoanalysis can the true nature of the homosexual encounter and its adverse effects on individuals be truly seen and analyzed.[9] He feels it is only through psychoanalysis that the soul of the individual can be opened and explored. Socarides states that responses gays make to conventional research studies about their homosexuality are invalid because when they are questioned or observed, they are engaged in a face-saving process and are not conscious of their own inner conflicts about their homosexuality.[10]

Institutional Homosexuality

Like many others who write from the perspective of the militant gay movement, Hanckel, Cunningham and Freedman describe homosexuality in terms of an oppressed minority; and they see homosexuality as being equal with heterosexuality. As stated earlier, they consider it a valid sexual choice and a viable life-style. If they do not completely insist on society's freely making homosexuality a legitimate choice for individuals, they do demand that society not interfere with that choice. By articulating homosexuality in such terms, these spokespersons, in essence, call for the acceptance of homosexuality as a social institution.

Many sexologists and authorities on homosexuality view the whole question of the social institutionalization of homosexuality with alarm. Furthermore, most of these authorities warn that society cannot respond positively to this

demand. Authorities such as E. Mansell Pattison, Vice Chairman, Department of Psychiatry and Human Behavior, University of California at Irvine and Herbert Hendin, believe that society can meet the needs of homosexuals in a humanistic manner by insisting that homosexual behavior be decriminalized; by granting gays civil rights; and by eliminating social ostracism. However, they hold that society can never abandon its need for a pervasive heterosexuality within society. Pattison writes that, society at large is under no obligation to view all forms of behavior with moral indifference and to take a stand regarding them.[13]

Pattison further notes that a negative social definition of homosexuality is necessary for proper heterosexual gender identity by individuals within a society; and because sexual object choice is a psychosocial learning process, society must continue to provide proper heterosexual response cues for its young people in the form of clearly defined social norms and support systems, such as the family. To quote Pattison further, "neutrality in psychosexual identity may not reflect a humanistic attitude but a failure in psychosexual identity development."[14]

These authorities also claim that another danger in institutionalizing or giving homosexuality tacit approval is that it makes homosexually-prone adolescents further uncertain and confused about meaningful sexual choices and it encourages these young people to accept a homosexual solution to their problem which, according to traditional interpretation, will generally prove unsatisfactory.[15] Socarides equates institutional homosexuality with gay rights propaganda, and complains that this point-of-view encourages young adolescents to accept homosexuality at an early age without considering the option of seeking early medical help.[16]

Further criticism is that the movement converts what is basically a personal problem into a collective, political statement with the effect of depersonalizing individual emotions.[17] Herbert Hendin warns that such a political movement makes it too easy for individuals to deny the painfulness of homosexual life, to see their problems only in terms of their own "disgust" about their homosexuality and in encouraging young homosexuals to believe that they are part of the new wave.[18] The movement also places a new stress on the individual homosexual man and woman in that he or she must now conform to institutionalized homosexuality.[19] Hendin further says that "openness and politicalization of homosexuality may overcome a sense of isolation but for many, they substitute the tensions of denial."[20]

DESIGN AND ANALYSIS OF THE STUDY

These opposing views served as background and catalysts for me as I designed and analyzed five adolescent novels for patterns of homosexual conflicts and resolution. I selected homosexual conflict as the central unit of analysis because it seems that almost all writing on homosexuality deals in some way with the conflict phenomenon.

The sample for this study included five novels which have significant homosexual themes. As indicated earlier, four of these novels were included in the Hanckel and Cunningham study, while the fifth novel was published in 1976, after the study appeared. The novels are: I'll Get There. It Better Be Worth the Trip, by John Donovan (1969); The Man Without a Face, by Isabell Holland (1972); Sticks and Stones, by Lynn Hall (1972); Trying Hard to Hear You, by Sandra Scoppettone (1974); and Ruby, by Rosa Guy (1976).[21]

No predetermined schedule or list of conflict situations was developed

prior to reading the books included in the sample. Rather, a dictionary definition of conflict was used for general guidance.[22] As each book was read, homosexual conflict episodes were identified and recorded. A homosexual conflict episode in this study is described as a statement of conflict, an action of conflict, or the summation of a series of interactive behavior comprising a conflict situation growing out of homosexually related incidents. Repeated occurrences of the same basic conflicts were not recorded, although variations and new actions arising from original conflicts were coded. This first analysis resulted in the logging of 351 conflict situations. These episodes were then refined and edited by the combining, rewording, separating, or elimination of certain situations thought to be ambiguous. This left 254 conflict statements which required final analysis. The remaining statements were then sorted into thematic units which characterized the conflicts. In this process, eight major conflict areas were identified. I will discuss in some detail the first six of these conflicts. Chart 1 below outlines these situations.

Chart 1. Major Homosexual Conflict Categories in Five Adolescent Novels

Rank	Areas	N	%
1	Sexual Conflicts	52	20.5
2	Interpersonal Conflicts	49	19.3
3	Peer Conflicts	41	16.1
4	Intrapersonal Conflicts	34	13.4
5	Parental / Family Conflicts	31	12.2
6	Heterosexual Character Conflicts	22	8.7
7	Community Conflicts	14	5.5
8	Conflicts with Authority Figures	11	4.3

Sexual Conflicts

Sexual conflicts involving major characters clearly ranked first as the most numerous of all the conflict areas identified. For the purpose of this study, sexual conflicts were defined to mean intrapersonal confusion and defensiveness regarding sexual expression. Sub-categories included the fear of sexual attraction to and affection for a member of the same sex; questioning the ability to perform masculine/feminine social roles; questioning the lack of attraction to the opposite sex; indecision about and/or fear of becoming a homosexual; guilt or alarm in finding pleasure in physical contact with the same sex; adverse, defensive reactions to a sexual act with a same-sex person; and expression of concern or anxiety at failure or displeasure at heterosexual lovemaking. Of these, indecisiveness about homosexuality and the fear of being homosexual predominated a; sexual conflict sub-themes.

Of these books, Sticks and Stones; I'll Get There. . . and The Man Without A Face displayed the largest number of sexual conflicts, while Ruby and Trying Hard to Hear You showed the smallest number. The resolutions of these conflicts in the first three titles are rather positive in terms of homosexual identity. In Sticks and Stones, the teen-age protagonist, Tom Naylor, accepts the friendship of his older, homosexual friend, Ward Alexander. This is a friendship and attachment which he had once rejected; and there are implications, although ambiguous, given at the conclusion of the novel that this friendship might develop into a deeper, love relationship. In I'll Get There. . . , the main teenage character, Davy Ross, rids himself of his guilt about having engaged in homosexual acts and is reunited in friendship with Douglas Altschuler, his co-experimenter in adolescent homosexual lovemaking. There are implications that this was only a passing phase in the boys' development. Nevertheless, the book deals extensively, and perhaps realistically, with the struggle and defensive

behavior which thirteen year-olds may indeed experience in their first encounters with homosexuality. In The Man Without a Face, fourteen year-old Charles Norstadt, after much inner torment, accepts the physical attraction to and need for affection from his tutor, Justin McLeod. But the plot of the book prevents the further development of this friendship as McLeod dies of a heart attack before Ross has reached this stage of acceptance. In Trying Hard to Hear You, failure to accept one's homosexuality and the need to meet the demands of peer pressure lead to the death of nineteen-year-old Phil, one of the homosexually-oriented characters, while in contrast, his lover, Jeff, accepts his homosexuality, learns to handle peer ridicule, develops his own values, and strives to establish new homosexual relationships. Perhaps Ruby presents the most unconvincing resolution of sexual conflict of any of the novels analyzed. Although surprisingly free of sexual conflicts regarding the physical expression of love between Ruby and her special friend Daphne, the book's ending has the two women, at the instigation of their parents, turning toward heterosexuality.

Recalling that Hanckel and Cunningham attacked four novels from this group for their failure to provide positive role information to guide young gay people in life-coping needs and to help them develop as socially valuable individuals, it might be hypothesized that the portrayal of conflicts generated by majority society is helpful and necessary if gay individuals are to have the cathartic experience which will prepare them to live as healthy homosexuals in a hostile society. Although the majority of these adolescent novels present a struggle against the acceptance of homosexuality, some of them do conclude with an acceptance of homosexuality and a sympathetic resolution of the sexual conflicts presented. Many of these resolutions reflect the "centering" characteristics of homosexuals described earlier by Freedman.

Interpersonal Conflicts

Interpersonal conflict comprised the second largest area of conflict situations. For this study, "interpersonal conflicts" were defined as those conflicts which primarily occur between two individuals involved in a close personal relationship. Important sub-categories included conflicts over accepting the homosexuality of significant others, usually a best friend or teacher; the need for affection, friendship, and sexual expression; feelings or fear of losing self-esteem; conflicts resulting from individual personality factors such as rigidity, dependency, jealousy; family situational conflicts relating to homosexuality; decisions to "go straight" by one of the parties; and finally, the tendency to express guilt and cast blame on another person for the homosexual situation or involvement.

Of the five titles analyzed, Ruby by far displayed the most interpersonal conflicts, accounting for 57% of all interpersonal conflict episodes recorded. The most prevalent conflicts in Ruby were conflicts within family structures and personality conflicts, such as jealousy, dependency, and personal rigidity.

The novels showing some amount of interpersonal conflict were I'll Get There . . . and Trying Hard to Hear You. In I'll Get There . . . , the major interpersonal conflict is caused by Davy Ross's defensiveness about his homosexual encounter with his friend Douglas Altschuler and his inclination to blame Douglas for this situation. He also becomes irrational in his assumption of guilt over this situation, and begins to associate the death of his dog, Fred, with punishment for the homosexual actions. On the other hand, in Trying Hard to Hear You, the homosexual conflict centers on the two homosexual characters and reflects Jeff's and Phil's need for affection from each other and the price they must pay to have it. Although there are

other interpersonal conflict in this novel, these conflicts are classified in other categories. For example, in Trying Hard to Hear You, an important interpersonal conflict, coded as a heterosexual conflict involves the struggle of a non-gay person, Cam, to come to terms with Jeff's and Phil's homosexuality. Caught between Jeff, her best friend and long-standing neighbor, and Phil, her new boyfriend, Cam slowly accepts Jeff's homosexuality and his right to follow his own destiny. Cam also must deal with her own self-acceptance and ego in trying to understand how she came to lose in this triangle.

Intrapersonal Conflicts

Closely allied to interpersonal conflict situations in this study are intrapersonal conflicts. Although ranking fourth in terms of frequency of overall conflict situations, intrapersonal conflicts will be discussed here because of the logical relationship to interpersonal conflicts. For definitional purposes, intrapersonal conflicts were considered to occur largely within an individual and to be expressed through private thoughts and emotions. Loneliness; social isolation; self-hate and non-acceptance, considered as one sub-category, predominated as the largest intrapersonal conflict area. This category was followed closely by the internally expressed need for love, affection, and acceptance. Of these novels, Sticks and Stones, Ruby, and The Man Without a Face displayed the highest number of intrapersonal conflicts. In Sticks and Stones, Tom Naylor must struggle with his growing need for affection from Ward Alexander, his older friend and a homosexual. The intrapersonal struggle in Ruby lies primarily with Ruby and her compulsive and unrewarding need for attention from Daphne. Through this compulsion, Ruby allows herself to be placed at the complete mercy of Daphne's moods and whims.

The Man Without a Face largely describes the intense struggle of Charles Norstadt to accept his feelings of affection for Justin MacLeod, the tutor who ultimately introduced him to his first physical homosexual experience. Charles must also contend internally with his fear of becoming a homosexual and his guilt over his overt homosexual act with Justin.

Peer Conflicts

Conflicts with peers was the third highest ranking conflict situation identified. As a sub-category, physical abuse and verbal hostility ranked highest in terms of peer conflicts; exclusion of and aloofness toward homosexually-identified characters by peers followed closely as additional subcategories. The books Trying Hard to Hear You and Sticks and Stones were largely responsible for these counts. In Trying Hard to Hear You, Jeff and Phil become victims of savage verbal and even physical attacks from their friends after their homosexual involvement becomes known; while in Sticks and Stones, Tom Naylor's isolation and loneliness are caused directly by his being deliberately ostracized by school and community.

Family/Parental Conflicts

Oddly enough parental/family conflicts do not enter into the plots of these books to any large extent. Of the titles studied, Ruby shows the largest amount of parental/family conflict and this is caused by the struggle between Ruby and her strong willed father, Calvin. The tenor of the conflicts in Ruby are caused by Calvin's interference with Ruby's love affair, his hostility toward her friend, Daphne and Ruby's desperate but ill-directed struggle to gain independence from him. Her friend, Daphne uses this weakness in Ruby as a weapon and finally justifies her break with Ruby on the grounds of Ruby's inability to free herself from her father's

domination. The other novel which shows some degree of parental conflict is I'll Get There... The conflict here arises from Davy's mother and her alarm at finding Davy and Douglas in what she thinks is a compromising sexual situation. She shares her concern with her former husband, Davy's father, who then counsels his son about homosexual involvement in understanding, but embarrassed terms. The conflict situation ends with Davy's father assuring him that this one encounter will not set the course for his who e life. The father does express concern about not wanting to see Davy make a mistake and enter into something he will regret.

Ruby's conflict with her own father is resolved largely by the Calvin's saving her from a suicide attempt caused by Daphne's rejection of her. This traumatic event gives birth to an unspoken understanding between the father and daughter and what appears to be the beginning of a relaxing of Calvin's grip on Ruby's life, ushering in the possibility of a heterosexual life for Ruby.

NOVELS AS BEHAVIOR MODELS

The conflicts in these novels are not pleasant; they are harsh but seemingly realistic. Nevertheless, Hanckel and Cunningham in their paper complained that the books lacked honesty and they questioned their effect on young homosexuals seeking role models for emulation.

In particular, Hanckel and Cunningham urged that through reading appropriate novels the young homosexual might be introduced to "flesh and blood" characters that could help them learn how to live as healthy homosexuals. They suggested that young homosexuals need model information to tell them:

> What gay people are really like
> How and when do [gay people] meet each other?
> Do they find love and lead happy lives?
> How do straight people react to lesbians and gay men?[23]

Hanckel and Cunningham contend that instead, current novels convey to young homosexuals that being gay has no lasting significance and/or costs someone a terrible price.[24] They also contend that the writers of these novels do a disservice to young adolescents in search of self-confirmation and acceptance as gays. Furthermore, they state that the novels fail to end on a happy note with the "protagonists meeting hostile pressures successfully and going on to find a successful relationship built on love."[25]

In answer to Hanckel and Cunningham's criticism, at least three of these novels might be said to relate positively to gay experience by depicting the successful overcoming of hostile pressure and the further development of successful love relationships. For example, in Sticks and Stones, Tom and Ward are reunited in what appears to be a deepening friendship, although the ending is certainly open to reader interpretation, while Floyd, who started the rumor about Tom's homosexuality, which subsequently cased Tom so much unhappiness, is killed. The Hanckel and Cunningham objections to this particular plot seem to center around the abuse which Tom had to endure in his community and his guilt over Floyd's death. They contend that by this the author equates homosexuality with death and punishment.

In The Man Without a Face, Charles acknowledges his love for Justin; frees himself of his guilt, and accepts his emotional and physical love for Justin. He realizes that, "Justin gave me life..."; but Hanckel and Cunningham object to Justin McLeod's death before Charles could reach this level of awareness. They feel that Charles is thereby prevented from responding to Justin within this new consciousness. They also object to early allusions in the book to Justin's past history of pederasty (that is, sex relations between a man and a young boy) and to what might be interpreted as his

punishment for this through the vague references to the earlier death of an unnamed young boy and to Justin's physical disfigurement, loss of a job, and imprisonment as a result of his involvement with this child. They are particularly alarmed that the author chose to use a pederast as a homosexual character in this novel because of the general connotation of evil which pederasty envokes with the American public.

Trying Hard to Hear You seems to come near to what is required in a good novel for gay modeling according to the Hanckel and Cunningham criteria. Jeff, accepts his homosexuality almost from the beginning of the plot; he withstands the hostility of his peers; he successfully deals with his grief over the death of Phil, and he goes on to establish a new gay relationship at college. Cam, Phil's heterosexual girl friend and primary interpreter of the story, experiences personal growth as she becomes aware of the injustice resulting from social hostility and ostracism directed toward those who express their homosexuality; and she comes to accept Jeff's right to be both a gay person and her good friend. Again, Hanckel and Cunningham specifically objected to the negative modeling information provided for gays in this novel by noting Phil's confusion at not being able to accept his gayness; his collapse at public pressure; and his death. Hanckel and Cunningham interpret this as a message to gays that torment and death is the price one pays for being gay in this society. On the other hand, Sandra Scoppettone, the author of Trying Hard to Hear You, implies that Phil's death results largely from his weakness at not being able to accept himself as a homosexual.

It is a valid point that these books do not institutionalize homosexual behavior or lifestyles as Hanckel and Cunningham and the Gay Task Force of The American Library Association request; [26] but they do present valid

portrayals of the homosexual experience. Although the books do portray homosexuality in psychosocial problem and conflict situations, most of these conflicts seem to be resolved in humanistic ways compatible with current social realities. Indeed, it may be unrealistic to expect adolescent novels to institutionalize homosexuality when social expression at large has failed to do this. As Roger Austin notes in his recently published book, Playing the Game: The Homosexual Novel in America, even adult gay literature has failed to reach a level of literary and social acceptance due to widespread homophobic feeling in this country In fact, some observers of society have expressed the feeling that as the boundaries of socially acceptable heterosexual behavior become more confused and ambiguous, those forces within society striving to maintain traditional values will intensify, perhaps even focus, their attacks on homosexuality and those who wish to institutionalize it.

THE INFLUENCE OF READING ON PSYCHOSOCIAL LEARNING PROCESSES

Throughout this paper, I have referred to Hanckel and Cunningham's concern about the effects of these novels on young homosexuals' psychosocial learning processes in terms of modeling information supplied to them.

Modeling is essentially a form of behaviorism. The works of Albert Bandura, the famous psychologist at Stanford University, well known for his studies in behavior modification, would seem to have implication here. Bandura maintains that children learn to behave through imitation of adult behavior in their world as well as from observing adult behavior in the media, particularly television. The acquisition of this adult behavior requires very little rehearsal on the part of the child; and reinforcement for such behavior comes to the child vicariously. In other words, children adapt

behavior they see rewarded in life and in the media; and they internalize the rewards which they have observed adults receiving as a consequence of these same behaviors.[23] But can the influence of media as a transmitter of behavior model information be applied to the reading process?

As we are often told, there are too many other competing influences in a reader's social world to make reading a powerful influence on behavior; and Mary Culp in her dissertation study of adolescent readers found that individual factors did play an important part in the effect of reading on behavior. Nevertheless, she discovered that many adolescents are influenced by what they read, especially in terms of attitudes regarding love and sexual mores, family relationships, and the individual and society; but actual changes in behavior are difficult to document. Culp further noted that avid readers, being more open and questioning individuals, tend to be more influenced by what they read than adolescents who are not heavy readers.[29]

CONCLUSION

The question then remains as to whether the adolescent novel can serve as an effective model for sociopsychological learning in terms of attitudes about homosexuality. It would appear that the adolescent novels just discussed do offer the adolescent reader some degree of modeling information, but the final determinant as to the disposition of that information in terms of interpretation, attitudes, and behavior formation lies with the individual. It goes without saying that this also applies to literary critics who happen to review and analyze these novels.

Whether adolescent novels can present homosexual behavior as accepted, institutionalized behavior is debatable. Social norms are not likely to lend

support for such a whole-scale endorsement, and there are respected authorities who hold that any institutionalization of homosexuality would be harmful to society. Nevertheless, homosexuality is a social reality; but to encourage the dehumanizing of homosexual persons through attitudes in either society or literature is reprehensible. It seems to me that in final analysis, the homosexual experience must continue to be expressed humanistically in adolescent novels, but this representation will undoubtedly always be in terms of social reality.

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[11]Pattison, E. Mansell. "Confusing Concepts about the Concepts of Homosexuality," Psychiatry 37 (November, 1974), p. 342.

[12]Hendin, Herbert. The Age of Sensation. New York: W. W. Norton, 1975, p. 118.

[13]Pattison, p. 342.

[14]Ibid.

[15]Socarides, p. 92.

[16]Ibid.

[17]Hendin, p. 105.

[18]Ibid., p. 114.

[19]Ibid., 114-115.

[20]Ibid., 115.

[21]Donovan, John. I'll Get There. It Better Be Worth the Trip. New York: Harper and Row, 1969. Holland, Isabell, The Man Without a Face, Philadelphia: Lippiacott, 1972. Hall, Lynn. Sticks and Stones. Chicago: Follett, 1972. Scoppettone, Sandra. Trying Hard to Hear You. New York: Harper & Row, 1974. Guy, Rosa. Ruby. New York: Viking, 1976.

[22]"1. A strife for mastery; hostile encounter; a fight; battle; esp., a prolonged struggle. 2. Clash or divergence of opinions, interests, etc.; esp., a mental or moral struggle occasioned by incompatible desires, aims, etc." Webster's New Collegiate Dictionary, Springfield, Mass.:, Merriam 1956, p. 174.

[23]Hanckel and Cunningham, p. 529.

[24]Ibid., p. 532.

[25]Ibid., p. 532-533.

[26]ALA/Social Responsibilities Round Table's Gay Task Force. ["Evaluating Gay Themes in Children's and Adolescent Novels,"] Wilson Library Bulletin 50 (March 1976): 532-533.

[27]Austin, Roger. Playing the Game: The Homosexual Novel in America. Indianapolis: Bobbs-Merrill Co., 1977. p. 225

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